DOCUMENT RESUME

ED 478 854 CS 512 302

AUTHOR	Shanklin, Nancy L.
TITLE	An Inquiry Study on Adolescent Literacy: Encouraging the Development of Adolescent Writers. NCTE Reading Initiative.
INSTITUTION	National Council of Teachers of English, Urbana, IL.
PUB DATE	2002-00-00
NOTE	22p.; See CS 512 291-301 for related documents.
AVAILABLE FROM	National Council of Teachers of English, 1111 W. Kenyon Road, Urbana, IL 61801-1096. Tel: 800-369-6283 (Toll Free); Web site: http://www.ncte.org. For full text: http://www.ncte.org/ readinit/curriculum/inqstudies.shtml.
PUB TYPE	Guides - Non-Classroom (055) -- Reports - Descriptive (141)
EDRS PRICE	EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS	*Adolescents; Classroom Techniques; Inquiry; *Professional Development; Secondary Education; *Teacher Role; Writing (Composition); *Writing Improvement; *Writing Processes
IDENTIFIERS	Reflective Practice

ABSTRACT

In this inquiry study, teachers will learn about the writing process and ways to improve virtually all facets of students' writing. Teachers will carefully examine their own beliefs about writing and the value of their own written literacy that can be modeled for students. Teachers will build professional communities in which they will interact collegially to explore their own writing, adolescents' writing, and ways to increase the link between student learning and the quality of their instruction. Each group will leave this inquiry study with new ideas, new tools, new questions, and a new lens through which to view their teaching practices around adolescents' writing at the classroom, school, and district levels. Lists 47 professional reading selections. (NKA)

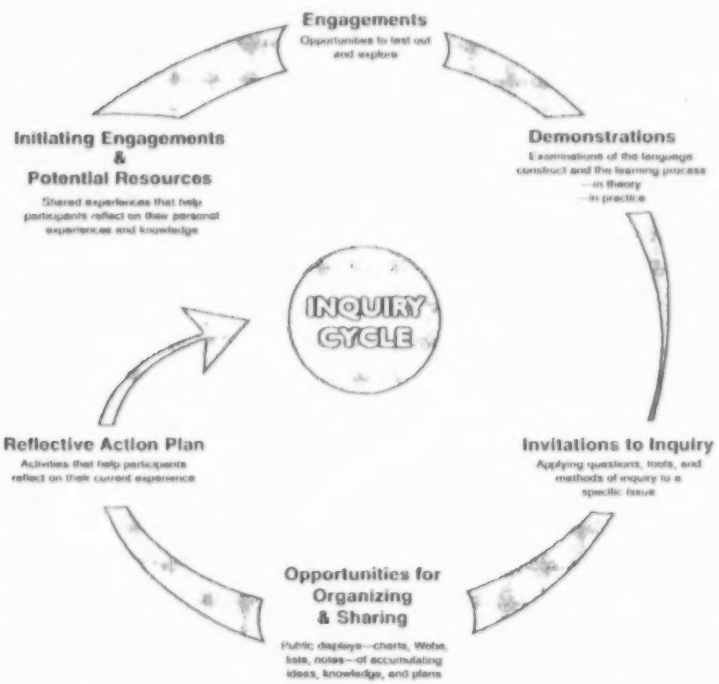
Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 478 854

An Inquiry Study on

Adolescent Literacy: Encouraging the Development of Adolescent Writers

In *Adolescent Literacy: Encouraging the Development of Adolescent Writers* you will learn about the writing process and ways to improve virtually all facets of students' writing. You will carefully examine your own beliefs about writing and the value of your own written literacy that can be modeled for students. You will build a professional community in which you will interact collegially to explore your own writing, adolescents' writing, and ways to increase the link between student learning and the quality of your instruction. Your group will leave this inquiry study with new ideas, new tools, new questions, and a new lens through which to view your teaching practices around adolescents' writing at the classroom, school, and district levels.


Engagements
Opportunities to test out and explore
Demonstrations
Examinations of the language construct and the learning process
—in theory
—in practice
Invitations to Inquiry
Applying questions, tools, and methods of inquiry to a specific issue
Opportunities for Organizing & Sharing
Public displays—charts, Webs, lists, notes—of accumulating ideas, knowledge, and plans
Reflective Action Plan
Activities that help participants reflect on their current experience
Initiating Engagements & Potential Resources
Shared experiences that help participants reflect on their personal experiences and knowledge
INQUIRY CYCLE

Nancy L. Shanklin
University of Colorado at Denver
2002

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

M.A. Myers

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Copyright © 2002, NCTE

CS 512 302

BEST COPY AVAILABLE

LEARNING CONCEPTS

The following is a list of learning concepts that will be explored in this inquiry study. You are encouraged to add additional concepts that reflect constructivist, inquiry-based learning, as it is not meant to represent an exhaustive list.

- Adolescents have extensive literacy histories. It is important to know these literacy histories and use them to guide students' future literacy development.
- Some students have literacy histories fraught with difficulties. These difficulties need to be replaced with positive strategies and behaviors.
- There is always a wide range of reading and writing abilities in a secondary class. This range gets broader as learners age.

GENERAL LITERACY LEARNING CONCEPTS

- Proficient writers employ a range of thinking and composing strategies to plan for, observe, remember, interpret, analyze, synthesize, and evaluate what they write.
- The writing process involves rehearsal for writing, drafting, revising, editing, and publishing. These subprocesses are often recursive.
- Adolescents use their reading, writing, and oral language abilities to make sense of their worlds. They want to write pieces that reflect, validate, and/or extend their own experiences.
- Adolescents will more readily read and write when activities are meaningful to them.
- Adolescents themselves need to develop meaningful and authentic purposes for writing.
- Students' writing is more powerful when they can make links to what they already know. Writing must always be anchored in the life space of learners.
- The quality of students' writing processes and final written products are often best when they are knowledgeable of and passionate about their topics.
- Students' personal voices as writers develop best when they are engaged in writing that is personally meaningful to them, links to topics that they know much about, and about which they often want to communicate to a real audience.
- Reading and writing are social practices that we sometimes do individually.
- Learners grow as writers by observing, hearing commentary from, and engaging in conversation with more experienced writers about the strategies that they employ.
- Learners grow as writers by being part of a literate community that works together to discover new ways to improve the quality of their writing.
- Guided writing allows teachers to model and demonstrate strategies used by proficient writers.
- Modeling/thinking aloud is one of the best ways for teachers to help students learn new literacy strategies. It is important that teachers demonstrate their own writing strategies to students.
- When meaning breaks down, proficient writers know several strategies to try in order to fix problems and continue writing, revising, and editing.
- Proficient writers are capable of writing in a variety of formats and genre. They anticipate the structures that they will use to compose text.
- Content disciplines often use genres specific to that field of study which students need to learn.
- A rich vocabulary aids writers in composing text.
- Proficient writers know a variety of methods for determining of precise, sometimes new vocabulary that they want to use in their writing.

Copyright © 2002, NCTE

BEST COPY AVAILABLE

- Proficient writers make interrelated use of the language cueing systems.
- Spelling is a development process. Focus on spelling involves learning strategies for spelling while drafting as well as learning common spelling patterns and rules.
- Proficient writers spot and fix grammar and spelling errors as part of editing.
- Using other communication systems can help writers rehearse what they want to compose. The process of thinking and moving to another communication system deepens understanding and memory. Additional dimensions may be added to writers' thinking if representations are shared and discussed among them.
- Writers develop fluency by doing wide reading and writing of gradually more challenging genre and topics.
- Writers who know and apply a range of writing strategies have greater confidence and stamina when faced with more challenging writing tasks.
- Writing poetry is one of the best ways to help students discover that writing can be used to discover and express feelings.
- Writing poetry can be a good way to introduce students to all facets of the writing process.
- Students can write poetry to exhibit and reflect upon content that they have learned.
- Researching and writing non-fiction need to reflect the whole inquiry cycle.
- Researching and writing non-fiction ought to be practiced before the dreaded, term paper. The term paper should not be the only introduction to research.
- There is a wealth of new information about teaching students inquiry/research techniques.
- Both libraries and technology play important roles in students' completing effective, efficient research and writing.

ASSESSMENT CONCEPTS

- Standards and benchmarks need to reflect what is known about research on writing development.
- Students do not develop consistently well as writers across all content areas.
- Both classroom and formal assessments are important to the examining the effectiveness of school reform.
- Responses to student writing ought to relate to a limited number of targeted growth areas for each writer. When response and evaluation focus on all aspects of students' work, they often do not take in all of the feedback.
- Rubrics help students understand the qualities of good writing that they are aiming toward.
- Rubrics are often best co-developed with students.
- A portfolio is a collection of a writer's work kept over a period of time – usually at least a semester or a year.
- Examining portfolio products allows both students and teachers to look for growth and engage in reflection about that growth.
- Portfolios can be used to celebrate goals reached and to set new goals.
- Teachers can use insights from examining students' work samples and portfolios to look for developmental patterns and plan future instruction that would improve students' writing.
- Students who have developed both fluency and stamina as writers often do better on standardized tests.
- As administrators' own evaluations and raises are tied more and more to improving student achievement, their understanding of student writing development and qualities of excellent writing instruction become important.

Copyright © 2002, NCTE

BEST COPY AVAILABLE

CURRICULUM CHANGE CONCEPTS

- Common elements of a writers' workshop include: rehearsal for writing, drafting, sharing of drafts, conferring at several potential points with a teacher, mini lessons, revising, editing, and publishing.
- All kinds of writing can be explored using a writers' workshop format.
- The writers' workshop format can be adapted to content area classrooms and writing assignments.
- Learning to teach writing takes practice and critical reflection given the highly contextualized nature of the topics and genre in various content areas and the typical unevenness of students' demonstration of their writing development across disciplines.
- If understanding is to be gained from writing, adolescents need to process information for themselves, rather than follow overly prescriptive formulas for writing.
- Experiencing the structures and benefits of a writers' workshop on their own growth as writers often helps teachers understand how to better organize their classrooms to encourage students' writing development.
- An assessment, teaching, reassessment, reteaching cycle can be a generative, inquiry cycle for improving not only students' learning but also the quality of teachers' own instruction.
- Sound literacy practices support what researchers know about language and language learning.
- Good writing instruction takes into account the language, the culture, and the full context of the students, the teacher, and their environment.
- Language strategies and skills are learned best when embedded in meaningful learning.
- Language strategies and skills develop more when the learning focus is depth rather than breadth.
- Teachers need to analyze students' writing to determine students' needs and design instruction rather than basing their decisions solely upon what is next in the curriculum.
- Focused observation of literacy lessons with follow-up discussion often helps teachers learn new practices that they are then willing to implement.
- Peer coaching can help teachers reflect upon their literacy teaching and to revise lessons to fit the needs of particular students.
- Recent literacy research suggests that some literacy practices are more effective than others.
- Technology is a tool that can encourage development of reading and writing.
- Making instruction more public can help to put positive pressure on schools to improve student learning.
- Administrators can better support their school's development of quality writing instruction if both teachers and administrators are in agreement about the characteristics of quality writing by students and quality writing instruction. Otherwise, administrators and teachers can undermine each other's best efforts.
- A systems perspective can help all of those involved in schooling to implement reform more successfully.

Copyright © 2002, NCTE

BEST COPY AVAILABLE

FOCUSING QUESTIONS

These are questions that have been generated to focus the experiences provided in this inquiry study. Everyone in the study group is invited to add questions throughout the study and throughout the year.

- How do we learn both the personal literacy histories and current literacy contexts of the adolescents in our classes?
- What are the varying literacy demands made upon students as they move toward adulthood?
- What important literacy skills do our students possess and what ones do they yet need to develop?
- What are some social settings that adolescents find comfortable for learning? When might they choose to work independently?
- What is the relationship between motivation and writing for adolescent learners?
- How might we improve students' ability to draft, revise, and edit their writing?
- What impact do external standards and benchmarks have upon the developing literacy abilities of adolescent learners?
- How are the literacy needs of middle and high school students alike and different?
- What are the implications for our level? For our articulation of students' learning ages 12-18?
- How does our work to improve students' literacy fit within larger department, district, state, and national systems? What's helping? What's hindering? What might we work to change?
- How might our literacy instruction be more proactive rather than reactive to mandates?
- What could we learn through peer coaching as we try new literacy lessons?
- What are sound literacy practices in use at our school that we could build on?
- What are sound literacy practices in use in our feeder schools that we could build on?
- Which other teachers in our geographic area might we want to visit in order to observe and discuss their exemplary literacy practices with them?
- What videotapes of quality literacy lessons might we want to observe and discuss?
- How do teachers who are beating the odds help students develop greater literacy skills while at the same time teach content?
- What does differentiated instruction really mean?
- What roles might technology play for both students and teachers?
- What are the technology resources at your school that could be used to develop students' literacy?
- What are technology resources--especially web sites--that can help teachers be better teachers of writing?
- How can adolescents develop fluency as writers?
- How can adolescents develop stamina as writers?
- How can adolescents be encouraged to make more use of teacher and peer feedback to their writing?
- What would help students better demonstrate what they know on standardized tests?

Copyright © 2002, NCTE

BEST COPY AVAILABLE

TERMS ASSOCIATED WITH THIS TOPIC

In addition to asking the questions that came to mind when we considered teachers as active inquirers of their own practice, we generated an initial list of words and phrases related to research and inquiry. You might elect to begin your own list—graffiti-style—on a large piece of butcher paper that can be added to over time. You are also invited to add terms to those below. This list helps frame the territory of our work.

action research	editing	independent writing	recursive	text structures
authentic	engagement	Inquiry cycle	rehearsal	tuning protocol
background knowledge	formulaic writing	mini/craft/focus lesson	researching	writers' workshop
benchmarks	genre	motivation	revising	
conferring	guided writing	multiple literacies	rubric	
developmental continuum		process	standards	
draft		product	summarizing	

READING INITIATIVE LEARNING STRANDS

The Reading Initiative professional development experience could be envisioned as a complex tapestry of beliefs, engagements, readings, questions, and reflections. Each engagement is woven onto a foundation provided by the following strands.

Personal Literacy as Part of a Cultural Community	Knowledge Base	Close Observation	Supportive Literacy Contexts	Professional Culture
Focused observations and analysis by each participant of his/her own literacy processes and theories, including the forces that impact those theories.	The concepts and experiences explored and supported by professional reading.	Focused observations and analysis of students as literacy learners.	Exploration and development of contexts that support and encourage readers and writers.	Exploration and development of procedures and contexts that encourage collegiality.

Copyright © 2002, NCTE

BEST COPY AVAILABLE

Adolescent Literacy: Encouraging the Development of Adolescent Writers

Initiating Engagements

Shared experiences that help participants reflect on their personal experiences and knowledge—getting those out into the class conversation—as the group predicts the direction of the study.

The consultant facilitates several or all of these experiences to get the study underway.

I1
Collecting What We Know
As a group, participants contribute to four ongoing collections: 1) questions they have about the learning study; 2) at least five resources for a group-created text set, including books, journals, articles in the popular press, and reading/writing developmental continua; 3) a graffiti board collection of all related words and phrases, i.e., professional development, workshops, authentic learning, and lifelong learning; and 4) a list: what possible ways could we study how teachers learn?

I2
Writing in the 21st Century: Are Adolescents Well Prepared?
Group members engage in a jigsaw format to read and discuss four articles about writing in the 21st century and identify ways in which educators today are working to improve students' writing. The experience concludes with an in-depth comparison of the Johannessen and Langer & Applebee articles.

I3
Examining Your Own Writing Strategies
Each person comes prepared to share an example of professional or personal writing and discuss his or her writing strategies. The sharing leads to the group collectively creating a list of strategies used by proficient writers, how these strategies relate to what is taught in secondary schools, and writing strategies used in the content areas.

I4
Case Studies of Adolescent Writers
Groups read and discuss case studies of eight adolescent writers of varying ages, backgrounds, and proficiencies and make suggestions for helping each student become a better writer. Groups compare the Assess/Teach/ Reassess and Reflect/Reteach teaching/learning cycles to that used at their own school.

I5
Examining NCTE, Your State, and District Standards and Benchmarks for Writing
Participants compare the writing standards and benchmarks for each grade level across national, state, and district levels. The Wolf & White and Wolf & Wolf articles are read while keeping a two-column journal focusing on learning to write well versus learning to test well.

I6
Examining All Content Area Standards for Links to Writing
As a follow-up to the in-depth work with writing standards in **I5**, participants examine standards for other content areas and discuss how teachers from all content areas could work together to support the growth of students' writing.

I7
Creating a Vision for Writing at Your School
Group members share their visions for improved writing in their classrooms and schools. A list of websites and an article on whole school assessment are provided to inform the discussion.

Copyright © 2002, NCTE

BEST COPY AVAILABLE

Potential Resources

Multiple and varied sources of information that provide alternative perspectives and create opportunities for complex connections.

All participants in the study group contribute resources to a collective text set. NCTE provides key articles and video footage. Consultant reads all articles in planning the study.

Creating a Text Set

Participants each contribute at least five resources for a group-created text set, including books, journals, articles in the popular press, pamphlets, etc.

Specific to this study:

- A set of recent literacy journals and texts, or publishers' catalogs
- District and state curriculum documents

Professional Reading

An extensive professional reading packet is provided, as well as lists of recommended books, journals, and websites on adolescent writing that groups may wish to choose from to further their learning.

Optional: Schedule part of each meeting to read from the evolving text set, providing an opportunity to seek information to inform the group's questions.

Engagements

Opportunities to test out and explore multiple perspectives on the learning process.

These experiences might be facilitated by the consultant or by a group leader in the consultant's absence. Some experiences are lived outside of the study group time.

E1
Participating in a Writers' Workshop

Site leaders engage groups in periodic writing workshops throughout the year with a goal of individual study group members eventually leading workshops of their colleagues and students. Teachers save pieces they write as part of these workshops in a portfolio that they will later revisit. Several ideas for writing workshops are presented.

E2
Interviewing Adolescent Writers

Participants use a student interview by Bright and reading-writing survey by Rief to interview students they consider to be poor, average, and excellent writers. The results of the interviews are used to consider changes that could be made to their teaching practice to increase those students' writing development.

E3
Observing Students' Writing Processes

Participants select two students of varying abilities and keep anecdotal notes about these students' writing processes as they complete an important writing assignment. The notes and writing assignments are then reviewed carefully by the group to uncover the different writing processes and toolkits used by the two students and to reflect on how the teacher could help each student become a more successful writer.

E4
Creating a Classroom Environment that Encourages Writing

Groups read four articles that each make interesting suggestions about what teachers ought to increase and decrease as they create classroom environments and authentic writing assignments that encourage high quality student writing. After reading the articles, participants contribute to a group discussion about suggestions made by each author and further consider data they have collected that would agree or disagree with suggestions made in the articles.

E5
Thinking Aloud as a Writer

Site leaders model think-aloud strategies as they compose a short piece of writing in front of the group. Think aloud strategies for various types of writing and problem solving are discussed, and two articles are provided to inform the discussion.

Copyright © 2002, NCTE

BEST COPY AVAILABLE

Demonstrations

Examination of learning concepts and the learning process. Build from learners' questions and help to generate new insights.

Demonstrations are led by the consultant and help build new knowledge and understandings. They generally follow the preceding group and individual experiences.

D1
Mini/Craft/Focus Lessons
Groups discuss key qualities of mini/craft/focus lessons and watch a demonstration of a mini/craft/focus lesson taught by the site leader or another colleague. Participants then break into grade level groups to focus on mini/craft/focus lessons appropriate for their grade level, consulting a list of recommended books on this topic as well as their schools' curricula. The demonstration ends with an invitation to participants to select a mini/craft/focus lesson to develop and teach to a group of students.

D2
Crafting Voice
Group members share pieces of student writing and their own writing that have "voice" and discuss the different devices used to give writing voice. Articles by Hamblin and Romano provide suggestions for helping students create voice.

D3
Writing Poetry
Groups engage in a writing workshop focused on writing poetry by trying out three ideas for getting students started writing poetry that are presented in the articles by King and Marshall & Newman.

D4
Writing by Learning Text Forms/Structures
Various sample forms of writing are collected and sorted based on categories suggested by *First Steps* and the group. Participants then consider how to teach a form of writing using the samples collected and suggestions from *First Steps*. Types of writing that students frequently do in their classes as well as writing on standardized tests are considered.

D5
Researching and Writing Non-Fiction
Groups consider questions about the development of research skills and how research is changing with the availability of the internet. Three articles are provided to inform the discussion and contribute new ideas on engaging students in research projects.

D6
Revising and Editing
Participants share their best and worst experiences with revision and editing and consider the characteristics of these two terms. Revision is further discussed as part of an author's circle, and examples of self- and peer-editing guides are shared as part of the discussion on editing. Four articles on this topic are provided to further the discussion, and participants are encouraged to try some of the ideas presented in the articles on their own writing and with their students.

Copyright © 2002, NCTE

BEST COPY AVAILABLE

D7
Responding, Evaluating, Grading
Group members use a two-column learning log and the "Save the Last Word for Me" strategy to read the Bardine, Bardine, & Deegan article on the response process and discuss ways to get students to use responses to their writing to improve their writing process. Two additional articles are provided on evaluating and grading that help groups further discuss methods of grading student writing in all content areas and tests. Writing assignments and sharing rubrics with students are also considered.

D8
Adolescent Spelling Development
Participants share sample drafts of writing from a student considered to be a "poor speller" and examine spelling improvements between the rough and final draft. Two articles on spelling are provided, and groups use the silent, written conversation strategy to lay out how to develop a sound spelling program.

D9
Approaches to Grammar and Conventions
Participants examine student writing to initiate a discussion about grammar rules employed by students. Articles by Weaver are provided to inform a discussion about the grammar program in place at the local school, and an article by Wilson is devoted to the understanding of oral language dialect/grammar and how writers bring their oral dialects into their writing.

D10
Mining Portfolios for Growth
Group members examine their own or their students' portfolios and develop charts or webs to describe the qualities of the portfolios and highlight the students' growth as writers. Varying approaches to portfolios are discussed with special focus on differences between product/showcase portfolios and process portfolios. Three articles provide ideas for working with the different types of portfolios, and participants are encouraged to practice mining portfolios with students by conferring with each other over their own portfolios.

Invitations to Inquiry

Experimenting by applying questions, tools, and methods of inquiry to a specific issue.

Invitations to inquiry provide opportunities to conduct focused, short inquiries to further explore concepts and questions that have been raised. Participants are invited to choose or create their own inquiries as appropriate. They can be explored by individuals, small groups, or by the entire group.

Q1
Using Protocols
Two tuning protocols are presented as ways to tune lessons before they are taught or examine a unit after it has been taught and suggest next steps to improve the quality of students' work. Groups use one of the tuning protocols for discussions of lessons or assignments that members volunteer to share or on samples of student work, taking into consideration the risks involved and the time needed.

Q2
Inquiry Cycles/Action Research Studies
Participants read "Working with a Writer's Notebook" by Fracarcta & Philips, an article about an inquiry study done by two teachers. The concept of inquiry study is considered and several options are presented to help members brainstorm topics about which they would like to inquire. The steps in an inquiry cycle are discussed, and teachers organize themselves into small groups to carry out a further inquiry study.

Copyright © 2002, NCTE

BEST COPY AVAILABLE

Opportunities for Organizing & Sharing

Public displays—charts, webs, lists, notes—of accumulating ideas, knowledge, and plans.

These are used at different places in the study and are saved to revisit over time.

O&S1
Insights from Others' Practice
Benefits of observing others teaching are described, and four types of observation/coaching are presented along with strategy recommendations, including different types of observation forms.

O&S2
Walk-About Day
Groups participate with their administrat in "walking about" their department or school making observations of the writin instruction they see in classrooms. The purpose of this activity is to help administrators learn what they ought to observe in quality writing lessons and encourage discussion of further changes that would improve writing instruction a students' learning. Further, walk-abouts can be scheduled with other departments to explore how teachers in both departments can better support one another's efforts.

O&S3
Administrator Evaluation of Quality Writing Lessons
Groups examine evaluation forms used by their administrators for writing lessons and discuss how well the qualities of the lessons were captured by the forms. Administrators are then invited to discuss needed improvements in writing instruction and how special emphasis could be placed on these areas on the evaluation form.

Reflection/Action Plan

Focused plans that help learners reflect on their current experience and opinions in constructing their understanding of the unit of study and subsequent new practice.

An opportunity to take new action based on new knowledge, and an opportunity to reflect on future directions that the group or individual learning might take.

RA1
Decision Taker
Group members volunteer to take turns keeping notes of the decisions/action plans made by the group during meetings.

RA2
Interesting Question/Wonderings Book
Participants keep a traveling or individua notebook or web page throughout the inquiry study to jot down questions that come to mind. Groups occasionally revi these notebooks to identify patterns of questions or patterns that lead to inquirie

RA3
Silent, Written Conversations on Wall Charts
Participants engage in silent reflection and written conversation by writing on wall charts to pose wonderings, suggest solutions, list observations, etc.

RA4
Collecting Exemplars
Groups collect exemplars of student wor to examine writing done to the same prompt across several grade levels, gene exemplars of "good writing" across a grade level, samples of individual studen writing from English and then other curricular areas, etc.

Copyright © 2002, NC

BEST COPY AVAILA

RA5
Your Year-Long Plan for Writing Assessment and Instruction
Participants revisit their original vision plans (started in I7) and reflect upon what they do differently now in their classrooms as a result of their R1 participation. Members then work to develop a new yearlong plan to continue renewing their individual classroom practice around writing instruction. A "Developing a Year-Long Plan for Writing Assessment and Instruction" chart is provided to assist teachers in creating a detailed action plan for their classrooms.

RA6
Re-examining Your Vision for Your School's Writing Program
Following the development of a vision plan for their classrooms, participants discuss what these plans mean for everyone's vision of their whole school's writing program. The original vision plan written in I7 is revisited and revised and then shared with students and administrators for input and support.

Copyright © 2002, NCTE

BEST COPY AVAILABLE

Professional Reading

Abbey, S. (2001). Activities for writing instruction. *Voices from the Middle*, 9(1), 48-55.

Anderson, R. & Speck, B. (1997). Suggestions for responding to the dilemma of grading students' writing. *English Journal*, 86(1), 21-27.

Atwell, N. (1996). Hanging out with big sis. *Voices from the Middle*, 3(2), 42-49.

Bardine, B., Bardine, M.S., and Deegan, E. (2000). Beyond the red pen: Clarifying our role in the response process. *English Journal*, 90(1), 94-101.

Berryman L. & Russell, D. (2001). Portfolios across the curriculum: Whole school assessment in Kentucky. *English Journal*, 90(6), 76-83.

Bright, R. (1995). Student interview questions. In R. Bright, *Writing instruction in the intermediate grades: What is said, what is done, what is understood* (pp. 93-99). Newark, DE: International Reading Association.

Burch, C. (1997). Creating a two-tiered portfolio rubric. *English Journal*, 86(1), 55-58.

Casey, M. & Hemenway, S. (2001). Structure and freedom: Achieving a balanced writing curriculum. *English Journal*, 90(6), 68-75.

Chandler, K. (2000). What I wish I'd known about teaching spelling. *English Journal*, 89(6), 87-95.

Chandler-Olcott, K. & Mahar, D. (2001). A framework for choosing topics for, with, and by adolescent writers. *Voices from the Middle*, 9(1), 40-47.

Cleary, L. (1996). I think I know what my teachers want now: Gender and writing motivation. *English Journal*, 85(1), 50-56.

Collins, K. & Collins, J. (1996). Strategic instruction for struggling writers. *English Journal*, (85)6, 54-61.

Conner, A. with Moulton, M. (2000). Motivating middle school students to revise and edit. *English Journal*, 90(1). 72-79.

Denyer, J. & LaFleur, D. (2001). The Eliot conference: An analysis of a peer response group. *Voices from the Middle*, 9(1), 29-39.

Easton, L. (2002). How the tuning protocol works. *Educational Leadership*, 59(6), 28-30.

Fracareta, P. & Phillips, D. (2000). Working with a writer's notebook. *English Journal*, 89(6), 105-113.

Friedman, A. (2000). Writing and evaluating assessments in the content area. *English Journal*, 90(1), 107-116.

Copyright © 2002, NCTE

BEST COPY AVAILABLE

Hamblin, L. (2000). Voices in the junior high school classroom: Lost and found. *English Journal*, 90(1), 80-87.

Johannessen, L. (2001). Teaching thinking and writing for a new century. *English Journal*, 90(6), 38-46.

Johnston, F. (2001). Spelling exceptions: Problems or possibilities? *The Reading Teacher*, 54(4), 372-378.

Johnston, K. (1999). A librarian's perspective on research. *English Journal*, 89(1), 99-106.

King, W. (1997). Stealing a piece of the world and hiding it in words. *Voices from the Middle*, 4(1), 22-29.

Langer, J. & Applebee, A. (1987). Learning from writing in the secondary school: Accomplishing our goals. In *How writing shapes thinking* (pp. 135-151). Urbana, IL: NCTE Research Report No. 22.

Love, K. (2002). Mapping online discussion in senior English. *Journal of Adolescent & Adult Literacy*, 45(5), 382-396.

Luce-Kapler, R. (1996). Narrating the portfolio landscape. *English Journal*, 85(1), 46-49.

Marshall, S. & Newman, D. (1997). A poet's vision. *Voices from the Middle*, 4(1), 7-15.

Mondach, S. (1997). Portfolios—The story behind the story. *English Journal*, 86(1), 59-64.

Northrup, J. (1997). Pamphlets: An introduction to research techniques. *English Journal*, 86(6), 53-56.

Power, B. (1996). Nutshells, monkeys, and the writer's craft. *Voices from the Middle*, 3(2), 10-14.

Proctor, V. & Kantor, K. (1996). Social justice notebooks. *Voices from the Middle*, 3(2), 31-35.

Ransdell, D. & Glau, G. (1996). Articulation and student voice: Eliminating the perception that "high school English doesn't teach you nothing." *English Journal*, 85(1), 17-21.

Reeves, L. (1997). Minimizing writing apprehension in the learner-centered classroom. *English Journal*, 86(6), 38-45.

Rief, L. (1992). Reading-writing survey. In *Seeking diversity: Language arts with adolescents* (pp. 270-271). Portsmouth, NH: Heinemann.

Romano, T. (2000). Prior to publishing: Word work. *Voices from the Middle*, 8(1), 16-22.

Romano, T. (1996). Crafting authentic voice. *Voices from the Middle*, 3(2), 5-9.

Schultz, K. (2002). Looking across space and time: Reconceptualizing literacy learning in and out of school. *Research in the Teaching of English*, 36 (3), 356-390.

Schwartz, J. (2000). The sauntering eye. *English Journal*, 89(6), 65-71.

Copyright © 2002, NCTE

BEST COPY AVAILABLE

Shafer, G. (2000). Reading and writing in the developmental English class. *English Journal*, 89(4), 33-39.

Shafer, G. (1999). Re-envisioning research. *English Journal*, 89(1), 45-50.

Swartzendruber-Putnam, D. (2000). Written reflection: Creating better thinkers, better writers. *English Journal*, 90(1), 88-93.

Swope, S. (2000). Chapbooks: Making old-fashioned books the new-fangled way. *Voices from the Middle*, 8(1), 48-54.

Tchudi, S., Estrem, H., & Hanlon, P. (1997). Unsettling drafts: Helping students see new possibilities in their writing. *English Journal*, 86(6), 27-33.

Weaver, C. (1996). Teaching grammar in the context of writing. *English Journal*, 85(7), 15-24.

Weaver, C. (1996). Guidelines for the teaching of grammar (pp. 142-145). In *Teaching grammar in context*. Portsmouth, NH: Heinemann.

Wilson, M. (2001). The changing discourse of language study. *English Journal*, 90(4), 31-36.

Wolf, D. & White, A. (2000). Charting the course of student growth. *Educational Leadership*, 57(5), 6-11.

Wolf, S. & Wolf, K. (2002). Teaching true and to the test in writing. *Language Arts*, 79(3), 229-240.

Copyright © 2002, NCTE

BEST COPY AVAILABLE

Recommended Themed Issues of NCTE Publications on Adolescent Writing:

Contextualizing grammar. *Voices from the Middle*, 8(3).

Spellynge, Spellyng, Spelling. *Voices from the Middle*, 9(3).

Teaching writing in the twenty-first century. *English Journal*, 90(1).

The great debate (again): Teaching grammar and usage. *English Journal*, 85(7).

Recommended Books Published or Distributed by NCTE on Adolescent Writing

Atwell, N. (1998). *In the middle: New understandings about writing, reading and learning* (2nd ed.). Urbana, IL: NCTE.

Christian, S. (1997). *Exchanging lives: Middle school writers online*. Urbana, IL: NCTE.

Dunning, S. & Stafford, W. (1992). *Getting the knack: Twenty poetry writing exercises*. Urbana, IL: NCTE.

Freedman, S., Simons, El, Kalnin, J., Casareno, A. (1999). *Inside city schools: Investigating literacy in multicultural classrooms*. Urbana, IL: NCTE.

Hermsen, T, & Fox, R. (Eds.). *Teaching writing from a writer's point of view*. Urbana, IL: NCTE.

Mahiri, J. (1998). *Shooting for excellence: African American and youth culture in new century schools*. Urbana, IL: NCTE.

Michaels, J. (1999). *Risking intensity: Reading and writing poetry with high school students*. Urbana, IL: NCTE.

Motivating writing in middle school. Standards Consensus Series. Urbana, IL: NCTE.

Noguchi, R. (1991). *Grammar and the teaching of writing: Limits and possibilities*. Urbana, IL: NCTE.

Ray, K. W. & Laminack, L. (2001). *The writing workshop: Working through the hard parts (and they're all hard parts)*. Urbana, IL: NCTE.

Reid, L, & Golub, J. (1998). *Reflective activities: Helping students connect with texts*. Urbana, IL: NCTE.

Rubenstein, S. (1998). *Go public! Encouraging student writers to publish*. Urbana, IL: NCTE.

Somers, S. (1999). *Teaching poetry in high school*. Urbana, IL: NCTE.

Teaching the writing process in high school. Standards Consensus Series. Urbana, IL: NCTE.

Copyright © 2002, NCTE

BEST COPY AVAILABLE

Tchudi, S. (Ed.). (1997). *Alternatives to grading student writing*. Urbana, IL: NCTE.

Underwood, T. (1999). *The portfolio project: A study of assessment, instruction, and middle school reform*. Urbana, IL: NCTE.

Weinstein, L. (2001). *Writing at the threshold: Featuring 56 ways to prepare high school and college students to think and write at the college level*. Urbana, IL: NCTE.

Recommended Websites on Adolescent Writing

http://marcopolo.worldcom.com/
Gateway to many online resources and lesson plans.

http://writingproject.org/
This is the website of the National Writing Project.

http://www.ncte.org.notesplus
Especially see Traci's List of Ten and Web Resources

http://highschoolhub.org/hub/english.cfm
A collection of links that includes grammar and writing guides, poetry, and more.

http://www.twc.org
Teachers Writers Collaborative, a good source of teaching resources especially for creative writing and poetry.

http://edsitement.neh.fed.us
A peer-reviewed gateway to online resources in the humanities. Includes links to lesson plans.

http://www.indiana.edu/~eric_rec
The ERIC Clearinghouse creates abstracts for many journals on English and language arts. This site includes bibliographies, digests, and lesson plans.

http://kidswriting.about.com/teens/teenwriting/
This guided site for teen writers includes articles on the writing craft, writing ideas, and grammar and construction tutorials.

http://7-12educators.about.com
A variety of resources and discussion forum for secondary level teachers.

http://cela.albany.edu/
CELA National Research Center on English Learning and Achievement

http://www.nwrel.org/
Northwest Regional Education Lab, developers of 6-Trait Writing and 6-Trait Reading

Copyright © 2002, NCTE

BEST COPY AVAILABLE

http://www.annenberginstitute.org/accountability/ISWA/ISWframe.html
The original work on Critical Friends Groups was developed and supported by the Annenberg Foundation. This link goes to their most recent efforts in this area, which are now tied to school accountability.

http://www.lasw.org
This group is an outgrowth of the original work on Critical Friends Groups.

Recommended Articles and Books on Adolescent Writing by Other Publishers (Listed by Topic)

Cases for Discussion

Kreisler, L. & Bliss, T. (1998). Case 1: Staying the course. In T. Bliss & J. Mazur, *Secondary and middle school teachers in the midst of reform: Common thread cases* (pp. 1-19). NY: Prentice-Hall.

Wagner, B. & Larson, M. (1995). *Situations: A casebook of virtual realities for the English teacher.* Portsmouth, NH: Boyton/Cook.

Developmental Writing Continuums

Education Department of Western Australia (1994). *Writing developmental continuum.* Portsmouth, NH: Heinemann.

Hill, B. (2001). *Developmental continuums: A framework for literacy instruction and assessment K-8.* Norwood, MA. Christopher Gordon Publishers, Inc.

English Language Learners

Peregoy, S. & Boyle, O. (1993). *Reading, writing, & learning in ESL.* NY: Longman.

Valdes, G. (1999). Incipient bilingualism and the development of English language writing abilities in the secondary school. In C. Faltis & P. Wolfe (Eds.), *So much to say: Adolescents, bilingualism, & ESL in the secondary school* (pp. 138-175). NY: Teachers College Press.

Forms of Writing

Education Department of Western Australia (1994). *Writing resource book.* Portsmouth, NH: Heinemann.

Grammar

Weaver, C. (1996). *Teaching grammar in context.* Portsmouth, NH: Boyton/Cook.

 Copyright © 2002, NCTE

BEST COPY AVAILABLE

Mini Lessons

Fletcher, R. (1993). *What a writer needs*. Portsmouth, NH: Heinemann.

Fletcher, R. (1996). *Breathing in, breathing out: Keeping a writer's notebook*. Portsmouth, NH: Heinemann.

Fletcher, R. (1996). *A writer's notebook: Unlocking the writer within you*. NY: Avon Books.

Fletcher, R. & Portalupi, J. (1998). *Craft lessons: Teaching writing K-8*. York, ME: Stenhouse.

Fletcher, R. (1999). *Live writing: Breathing life into your words*. NY: Avon Books.

Fletcher, R. (2000). *How writers work: Finding a process that works for you*. NY: Harper Trophy.

Nonfiction/Research

Allen, C. (2001). *The multigenre research paper: Voice, passion, and discovery in grades 4-6*. Portsmouth, NH: Heinemann.

Graves, D. (1989). *Investigate nonfiction*. Portsmouth, NH: Heinemann.

Harvey, S. (1998). *Nonfiction matters; Reading, writing, and research in grades 3-8*. York, ME: Stenhouse.

Murray, D. (1987). *Write to learn*. NY: Holt, Rinehart, and Winston.

Parsons, L. (1994). *Expanding response journals in all subject areas*. Portsmouth, NH: Heinemann.

Portalupi, J. & Fletcher, R. (2001). *Nonfiction craft lessons: Teaching information writing K-8*. Portland, ME: Stenhouse.

Poetry

Heard, G. (1989). *For the good of the earth and sun: Teaching poetry*. Portsmouth, NH: Heinemann.

Tiedt, I. (2002). Swift things are beautiful: Writing original poetry. In *Tiger lilies, toadstools, and thunderbolts: Engaging K-8 students with poetry* (pp. 107-133). Newark, DE: International Reading Association.

Portfolios

Porter, C. & Cleland, J. (1995). *The portfolio as a learning strategy*. Portsmouth, NH: Boyton/Cook.

Response/Revision

Lane, B. (1993). *After the end: Teaching and learning creative revision*. Portsmouth, NH: Heinemann.

 Copyright © 2002, NCTE

BEST COPY AVAILABLE

Spear, K (1993). *Peer response groups in action: Writing together in secondary schools*. Portsmouth, NH: Boyton/Cook.

Spelling

Buchanan, E. (1989). *Spelling for whole language classrooms*. Winnipeg, Canada: Whole Language Consultants Ltd.

Gentry, J.R. (1987). *Spel...is a four-letter word*. NY: Scholastic.

Wilde, S. (1991). *You kan red this! Spelling and punctuation for whole language classrooms, K-6*. Portsmouth, NH: Heinemann.

Strategies

Collins, J. (1998). *Strategies for struggling writers*. NY: Guilford Press.

Writers' Workshop/ Writing Process/Reading and Writing Connections

Bomer, R. (1995). *Time for meaning. Crafting literate lives in middle & high school*. Portsmouth, NH: Heinemann.

Bright, R. (1995). *Writing instruction in the intermediate grades: What is said, what is done, what is understood*. Newark, DE: International Reading Association.

Bullock, R.(Ed.). (1998). *Why workshop? Changing course in 7-12 English*. York, ME: Stenhouse.

Fletcher, R. & Portalupi, J. (2001). *Writing workshop: The essential guide*. Portsmouth, NH: Heinemann.

Olson, C. (2001). *The reading/writing connection: Strategies for teaching and learning in the secondary classroom*. Boston: Allyn & Bacon.

Rief, L. (1992). *Seeking diversity: Language arts with adolescents*. Portsmouth, NH: Heinemann.

Romano, T. (1995). *Writing with passion: Life stories, multiple genres*. Portsmouth, NH: Heinemann.

Romano, T. (2000). *Blending genre, altering style: Writing multigenre papers*. Portsmouth, NH: Heinemann.

Spandel, V. & Stiggins, R. (1997). *Creating writers: Linking writing assessment and instruction*. NY: Longman.

Strong, W. (2001). *Coaching writing: The power of guided practice*. Portsmouth, NH: Heinemann.

Urban Education

Banford, H. et al. (1996). *Cityscapes: Eight views from the urban classroom*. Berkely, CA: National Writing Project.

 Copyright © 2002, NCTE

 BEST COPY AVAILABLE

Berger A. & Shafran, E. (2000). *Teens for literacy: Promoting reading and writing in schools and communities.* Newark, DE: International Reading Association.

Finn, P. (1999). *Literacy with an attitude: Educating working-class children in their own self-interest.* Albany, NY: State University of New York Press.

Hynds, S. (1997). *On the brink: Negotiating literature and life with adolescents.* Newark, DE: International Reading Association.

Yagelski, R. (2000). *Literacy matters: Writing and reading the social self.* NY: Teachers College Press.

Video Clips

In process.

Magazines that Highlight Adolescent Writing

Merlyn's Pen

Teen Ink

Suggested Study Group Titles

Any of the themed NCTE periodicals, NCTE publications, or other books listed above would make good materials for study groups to select.

BEST COPY AVAILABLE

 Copyright © 2002, NCTE

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

[X] This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

[ ] This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").